Traffic Education

Teen Driver Education and Training Curriculum Guide

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MONTANA
TEEN DRIVER EDUCATION
AND TRAINING CURRICULUM

GENERAL REQUIREMENTS

The Montana Traffic Education Teen Driver Education and Training Curriculum establishes the Content Standards, Benchmarks, Performance Standards and Essential Knowledge and Skills that teen drivers in a driver education and training program must meet to obtain a Montana Driver License before age 16.

Introduction

Driving is a very complex set of skills. It takes months, even years, for new drivers to develop the skills to a level that allows them to interact with the vehicle, other drivers, and the highway system at a level most drivers take for granted. The first six months are the most critical. It is a process that integrates knowledge, perception of the senses and physical action. There is so much occurring simultaneously that appropriate and safe responses need to become habit. Safe habits are formed through repeated practice of correct behaviors. º Montana's teen driver education and training program provides the foundation for students, assisted by parents/supervising drivers, to begin their lifelong learning for reduced risk driving practices.

During a course, students acquire essential knowledge, skills, and experiences to perform reduced risk driving in a variety of traffic environments. Students must apply concepts learned behind a desk to the realities of driving behind the wheel. This curriculum establishes the minimum requirements needed for teens to acquire the fundamentals of driving and foster responsible attitudes and good driving habits. Emphasis is placed on relating visual search skills, space management, and balanced vehicle movement to risk-reducing driving strategies. Significant attention is given to risk awareness, driver alertness, and responsible actions for occupant protection devices, positive interactions with other roadway users, and the physical and psychological conditions that affect driver performance. While curriculum content is an important element for improved driver education and training, a quality delivery system is critical to effective student learning.

Quality instruction requires engaging classroom and laboratory-learning experiences delivered to students over an adequate period of time so students can practice processes and skills and develop habits necessary for safe vehicle operation. To be successful, instruction needs to be delivered in short training sessions extended over a long period of time. This allows students to learn simple skills correctly while adding more complex skills to their experience. It is not adequate for students to merely know the correct response. They must do it often enough to generate correct automatic responses that can develop into effective habits.

Teachers help students meet or exceed minimum performance standards through a combination of classroom and in-car instruction that includes modeling, knowledge assessment, skill assessment, guided observa-

tion, and parental involvement. Satisfactory completion of a driver education and training course qualifies the student to continue the graduated driver licensing process.

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Montana Standards for Traffic Education
Teen Driver Education and Training

The purpose of the Montana Teen Driver Traffic Education and training program is to provide structured opportunities for students to learn, acquire, and demonstrate legal, safe driving skills, habits and responsibilities through guided practice for a commitment to life-long driver learning.

Driving is an activity that affects the whole community. A successful program, therefore, requires the effective involvement of parents/guardians, schools, communities and government agencies.

Content Standards indicate what students should know, understand and be able to do in a specific content area.

Benchmarks define our expectations for students' knowledge, skills, abilities and behaviors upon completion of the driver education course.

Content Standard 1—Students demonstrate knowledge, understanding, and safe adherence to the basic laws governing driving a motor vehicle on Montana roads.

Content Standard 2—Students act responsibly by demonstrating knowledge, understanding, and safe adherence to the highway transportation system.

Content Standard 3—Students safely and responsibly operate a motor vehicle as required by law.

Content Standard 4—Students articulate and demonstrate the importance of appropriate visual skills for safe operation of a motor vehicle.

Content Standard 5—Students communicate and interact with highway transportation system utilizing effective, safe practices.

Content Standard 6—Students understand and safely apply basic defensive driving principles.

Content Standard 7—Students articulate why it is important to commit to a lifelong learning approach to the driving task.

Content Standard 8—Students demonstrate safe and responsible decision-making skills relative to driving and owning a motor vehicle.

Content Standard 9—Students perform behind-the-wheel driving (BTW) experience under the direction of an approved driver education instructor.

Traffic Education Content Standard 1

Students demonstrate knowledge, understanding, and safe adherence to the basic laws governing driving a motor vehicle on Montana roads.

Rationale

Society expects those licensed by the law will know and abide by the law.

Benchmarks

Students will:

Upon Completion of Driver Education
1. know the laws outlined in the Montana Driver's manual.
2. understand the laws outlined in the Montana Driver's manual.

Traffic Education Content Standard 2

Students act responsibly by demonstrating knowledge, understanding, and safe adherence to the highway transportation system.

Rationale

The highway system consists of the roads, traffic control devices, road information signs and markings, and users. Society expects users to know the system, and to drive consistent with the system.

Benchmarks

Students will:

Upon Completion of Driver Education
1. demonstrate knowledge and understanding of the highway transportation system.
2. demonstrate responsible adherence to highway transportation system traffic control devices.
3. develop habits and attitudes with regard to safe driving.

Traffic Education Content Standard 3

Students safely and responsibly operate a motor vehicle as required by law.

Rationale

Being able to smoothly operate a vehicle consistent with the law is essential for the safety of the operator and the safety of all other users.

Benchmarks

Students will:

Upon Completion of Driver Education
1. demonstrate safe operation of a motor vehicle following current traffic laws.
2. understand responsible operation of a motor vehicle by applying safe driving techniques.
3. develop habits and attitudes relative to safe and responsible driving.

Traffic Education Content Standard 4

Students articulate and demonstrate the importance of appropriate visual skills for safe operation of a motor vehicle.

Rationale

Appropriate visual skills are essential to knowing what operational actions are needed to safely operate a vehicle.

Benchmarks

Students will:

Upon Completion of Driver Education
1. know proper visual skills for operating a motor vehicle.
2. communicate proper visual skills for operating a motor vehicle.
3. demonstrate the use of proper visual skills for operating a motor vehicle.
4. develop habits and attitudes with regard to proper visual skills.

Traffic Education Content Standard 5

Students communicate and interact with highway transportation system utilizing effective, safe practices.

Rationale

Understanding the information provided by the highway transportation system and its users, and providing appropriate information to other users about the operator's intentions are essential for the order and safety of the system.

Benchmarks

Students will:

Upon Completion of Driver Education

1. communicate their driving intentions (i.e., use of lights, vehicle and personal signals).
2. adjust their driver behavior based on observation of highway transportation system and other users.
3. adjust communication (i.e., use of lights, vehicle and personal signals) based on observation of highway transportation system and other users.
4. develop habits and attitudes relative to effective communication.

Traffic Education Content Standard 6

Students understand and safely apply basic defensive driving principles.

Rationale

Defensive driving habits, attitudes and skill are based on the understanding of safe driving principles. It is essential drivers know and follow these principles for the safety of all transportation system users.

Benchmarks

Students will:

Upon Completion of Driver Education

1. understand basic defensive driving principles.
2. demonstrate basic defensive driving principles.
3. develop basic defensive driving habits and attitudes.

Traffic Education Content Standard 7

Students articulate why it is important to commit to a lifelong learning approach to the driving task.

Rationale

The vehicles and highway transportation system change as technology changes. Skills will deteriorate unless effort is made to keep them honed.

Benchmarks

Students will:

Upon Completion of Driver Education
1. understand past, present and future vehicle and roadway design, and driving cultures.
2. describe past, present and future motor vehicle laws.
3. understand benefits of a lifelong learning approach to driving.
4. pledge a commitment to a lifelong learning approach to driving.
5. identify opportunities for lifelong education in driving

Traffic Education Content Standard 8

Students demonstrate safe and responsible decision-making skills relative to driving and owning a motor vehicle.

Rationale

Carelessness in driving causes injuries and deaths. Society expects drivers to behave responsibly.

Benchmarks

Students will:

Upon Completion of Driver Education
1. recognize the importance of making safe and responsible decisions for owning and operating a motor vehicle.
2. demonstrate the ability to make appropriate decisions while operating a motor vehicle.
3. demonstrate appropriate habits and attitudes regarding other roadway users.

Traffic Education Content Standard 9

Students perform behind-the-wheel driving (BTW) experience under the direction of an approved driver education instructor.

Rationale

Practice driving is required to obtain safe driving habits.

Benchmarks

Students will:

Upon Completion of Driver Education

1. perform at least the minimum number of BTW hours, as required by law, with an approved driver education instructor.
2. be encouraged to perform additional BTW driving experience with their parent or guardian's assistance in a variety of driving situations (i.e., night, adverse weather, gravel road, etc.).
3. Parents or guardians are encouraged to assist their student in performing BTW experience in a variety of driving situations (i.e., night, adverse weather, gravel road, etc.).

Traffic Education Performance Standards

The Teen Driver Education and Training performance standards describe students' knowledge, skills, and abilities in the teen driver education and training content area. These descriptions provide a picture or profile of the students' achievement at the four performance levels-advanced, proficient, nearing proficiency and novice.

Advanced:	This level denotes superior performance.
Proficient:	This level denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
Nearing	This level denotes that the student has partial mastery or prerequisite knowledge and
Proficiency:	skills fundamental for proficient work at each benchmark.
Novice:	This level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark.

Advanced A student completing teen driver education and training at an advanced level demonstrates superior performance. He/She will:

(a) independently know and adhere to the laws governing driving in Montana as demonstrated by habitually and consistently following the laws while driving.
(b) independently know and adhere to the highway transportation system as demonstrated by habitually driving consistent with the system.
(c) independently, and always responsibly, properly and smoothly operate a vehicle.
(d) independently, and consistently research ideas and opportunities to increase personal knowledge of the vehicle, the highway system, and the driving task.
(e) habitually know, and always responsibly apply defensive driving principles.
(f) perform behind-the-wheel driving experience in various environments and road conditions, for a period of time that exceeds the state minimum standards.
(g) resist peer pressure, which may negatively influence good, responsible driving behavior.

Proficient Students completing teen driver education and training at the proficient level demonstrate solid performance. He/she will:

(a) demonstrate and consistently apply laws pertaining to driving.
(b) consistently use defensive driving principles.
(c) demonstrate mastery of safe and responsible driving habits and attitudes.
(d) perform satisfactorily in obtaining the minimum number of behind-the-wheel hours with an approved driver education teacher.
(e) consistently interact appropriately with traffic in various driving situations.
(f) demonstrate basic skills needed to interact safely with the highway transportation system.
(g) demonstrate appropriate visual skills needed to safely operate a motor vehicle.
(h) demonstrate habits and attitudes in order to communicate and interact with the highway transportation system utilizing effective, safe practices.
(i) understand the laws that pertain to owning and operating a motor vehicle.

Nearing Proficiency Students completing teen driver education and training at the nearing proficiency level demonstrate partial mastery of the knowledge and/or skills fundamental for responsible and safe driving. He/she will:

(a) understand that the laws of Montana, counties, and cities can differ.
(b) demonstrate a limited ability to use defensive driving principles.
(c) show limited knowledge of motor vehicle laws while driving a motor vehicle.
(d) most of the time, shows proficiency of safe and responsible driving techniques and attitudes.
(e) perform in a limited manner after obtaining the minimum number of behind-the-wheel hours with an approved driver education teacher.
(f) with assistance, can use basic skills needed to interact safely with the highway transportation system.
(g) with assistance, demonstrate the visual skills needed to operate a motor vehicle.

Novice Students completing teen driver education and training at the novice level are just beginning to acquire the knowledge and skill needed for safe and responsible driving. He/she will:

(a) struggle with traffic in various driving situations, even with assistance.
(b) rarely be able to use the defensive driving skills.
(c) have difficulty interacting with others in a safe, courteous manner.
(d) demonstrate limited understanding of the highway transportation system.
(e) rarely demonstrate the visual skills needed to operate a motor vehicle.
(f) show little understanding of the local and state laws of Montana.
(g) with assistance, have begun to drive in rural, urban, and residential environments.
(h) have begun to learn signs, signals and pavement markings.
(i) have difficulty in comprehending and applying vehicle laws while driving a motor vehicle within a supervised environment.
(j) demonstrate a limited proficiency of safe and responsible driving techniques and attitudes.
(k) perform at a beginning level after obtaining the minimum number of behind the wheel hours with an approved driver education teacher.

Montana Teen Driver Essential Knowledge and Skills Topics

Montana approved Driver Education and Training Programs must include Topics 1-39 in the Curriculum and six (6) hours of in-car instruction.

Topics 40-45 are considered "program enhancements" and can be included if time permits.

Required Topics

Curriculum Foundation

Topic 1.	Course Overview/Parent Information
Topic 2.	Identify Vehicle Gauges, Alert and Warning Symbols
Topic 3.	Operate Vehicle Control Devices
Topic 4.	Preparing to Drive
Topic 5.	Protecting Occupants
Topic 6.	Traffic Control Devices and Traffic Laws
Topic 7.	Standard Vehicle Reference Points
Topic 8.	Performing Basic Maneuvers
Topic 9.	Using Vision for Vehicle Control
Topic 10.	Good Habits for Reduced Risk Driving
Topic 11.	Time and Space Management System Components
Topic 12.	Time and Space Management Strategies
Topic 13.	Right of Way Rules
Topic 14.	Negotiating Intersections
Topic 15.	Performing Lane Changes and Passing
Topic 16.	Performing Turnabouts
Topic 17.	Performing Parking Maneuvers
Topic 18.	Effect of Gravity and Energy of Motion
Topic 19.	Maintaining Vehicle Balance
Topic 20.	Maintaining Traction Control
Topic 21.	Negotiating Hills and Curves

Application of Knowledge and Skills

Topic 22.	Driving in Rural Environments
Topic 23.	Driving in Urban Environments
Topic 24.	Driving on Limited Access Highways
Topic 25.	Driving During Reduced Visibility Conditions
Topic 26.	Driving During Extreme Weather Conditions
Topic 27.	Cooperating with Other Roadway Users
Topic 28.	Responding to Emergencies

Driver Responsibilities

Program Enhancements

Essential Knowledge and Skills for Teen Driver Education and Training

Required Topics

Topic 1. Course Overview and Parent Orientation. The student, with parents/guardians, completes program registration if required; engages in discussions about the teen driver education and training program goals; understands and applies the rules and policies of the program; understands the responsibilities of the instructor, parent and student during the driver education and training course; recognizes the process of the Graduated Driver Licensing Concept; and analyzes crash statistics and risks associated with driving.

The student and parent/guardian are expected to:
(a) complete the program registration process if needed;
(b) discuss and understand the teen driver education and training program goals;
(c) understand the course structure, policies and rules;
(d) understand the Graduated Driver Licensing Concept for teen drivers;
(e) understand the responsibilities of the instructor, parent and student during the course;
(f) examine the behaviors resulting in driver errors, and crash statistics in Montana and nationally; and
(g) recognize the risks associated with poor driving habits and how risk can be minimized.

Topic 2. Identifying Vehicle Gauges, Alert and Warning Symbols. The student distinguishes between vehicle alert and warning symbols, and gauges displayed on the dashboard.

The student is expected to locate and describe the function of alert and warning symbols, and gauges found in a:
(a) driver education vehicle; and
(b) another vehicle.

Topic 3. Operating Vehicle Control Devices. The student describes and demonstrates correct use of the steering wheel, brake, accelerator, safety, communication, and convenience devices.

The student is expected to identify, describe, and demonstrate the location, function, and operation of:
(a) vehicle control devices found in a driver education vehicle;
(b) vehicle control devices found in another vehicle;
(c) safety, communication, and convenience devices found in a driver education vehicle; and
(d) safety, communication, and convenience devices found in another vehicle.

Topic 4. Preparing to Drive. The student knows and demonstrates the pre-entry and entry tasks, vehicle compartment adjustments needed for driver control, and the securing and exiting tasks. The student knows the purpose and use of a vehicle owner's manual.

The student is expected to describe and demonstrate:

(a) the purpose and use of a vehicle owner's manual;
(b) pre-entry tasks made around the vehicle prior to entering the vehicle;
(c) entry into the vehicle tasks;
(d) seating, steering wheel (if adjustable), and restraint adjustments made prior to starting and moving a motor vehicle;
(e) traditional mirror adjustments made prior to starting and moving a motor vehicle;
(f) enhanced side view mirror known as the Blind Zone Glare Elimination (BGE) settings to reduce mirror blind spots and eliminate glare; and
(g) securing and exiting tasks after stopping a motor vehicle.

Topic 5. Protecting Occupants. The student evaluates the dynamics of a crash and the effects on a restrained and unrestrained human body. The student investigates how occupant protection devices are used in motor vehicles; associates occupant protection with seatbelts, airbags, head restraints, child restraint types and their use; describes proper positioning and need for safe installation of child restraints; recognizes improvements to vehicular and roadway technology to protect occupants; demonstrates proper use of a seatbelt; demonstrates proper seat adjustments and steering wheel use with an air bag; and distinguishes occupant protection devices as crash survival mechanisms.

The student is expected to:

(a) describe the three collisions of a crash and the effect on the restrained and unrestrained human body;
(b) identify and describe locations and purpose of airbags, belt adjusters, and head restraints and demonstrate proper adjustments and operation to provide crash survival protection for adults;
(c) identify how child restraint systems operate (infants, forward-facing, booster seats and lap shoulder devices), proper positioning within a vehicle and how they provide crash survival protection; and
(d) demonstrate proper steering wheel adjustments to accommodate for airbags.

Topic 6. Traffic Control Devices and Traffic Laws. The student recognizes and understands the purpose and use of roadway signs, signals, markings, rules of the road, and traffic laws.

The student is expected to:

(a) describe the needs and purpose for traffic control devices for signs, signals, and markings;
(b) list and describe the color and function of traffic signal lights, and signal/sign combinations;
(c) list and explain meanings of colors and shapes of roadway signs, signals, and markings;
(d) categorize roadway signs, signals, and markings into meaningful applications;
(e) describe appropriate driver responses to roadway signs, signals, and markings; and
(f) apply the traffic laws for operating a motor vehicle on public streets and highways and operate the vehicle within those laws.

Topic 7. Standard Vehicle Reference Points. The student understands and demonstrates blind areas around the vehicle and the use of vehicle reference points to position the vehicle and adjust for precision lane placement and stopping positions.

The student is expected to identify, describe and demonstrate:

(a) knowledge of the blind areas to the front, sides, and rear of a vehicle while seated in the driver's seat of a vehicle;
(b) knowledge of how targeting establishes steering accuracy and helps develop a systematic searching habit;
(c) a visual reference point that will place the front bumper at a line or curb;
(d) a visual reference point that will place the right side tires 3-6 inches, 3 feet, and 6 feet from a line or curb;
(e) a visual reference point that will place the left side tires 3-6 inches from a line or curb;
(f) a visual reference point for placement of a vehicle in the center of a lane;
(g) visual reference points for placement of the rear bumper at a line or curb; and
(h) lane placement and reference points for setup, entry to, and exiting from a turn.

Topic 8. Performing Basic Maneuvers. The student understands the risk prevention procedures leading to good habits for starting the vehicle, entering and leaving roadways, steering wheel control, acceleration control, braking control, performing right and left turns, and maneuvering in reverse.

The student is expected to describe and demonstrate:

(a) the pre-drive and starting tasks;
(b) the four (4) steering wheel control techniques and when each is used;
(c) procedures for entering and leaving the roadway;
(d) acceleration control;
(e) controlled, threshold, and trail braking control;
(f) procedures for left and right precision turns from a stopped and moving position; and
(g) procedures for backing straight and while turning.

Topic 9. Using Vision for Vehicle Control. The student understands the importance of vision while driving; identifies strategies to overcome visual problems; recognizes the effect speed has on vision; and identifies techniques to improve vision while driving.

The student is expected to:

(a) identify fields of vision and their use while operating a motor vehicle;
(b) identify strategies for overcoming physical visual problems;
(c) analyze the effect speed has on vision; and
(d) identify techniques to improve vision while driving.

Topic 10. Good Habits for Reduced Risk Driving. The student will identify the steps to positive habit development; recognize how to develop good driving habits on a judgment level and on a habit level; and identify ten good habits for a lifetime of reduced-risk driving.

The student is expected to

(a) recognize the value of good driving habits,
(b) describe the steps to developing positive habits,
(c) identify the four levels of driver performance,

(d) identify the ten good driving habits:
    1. get driver and vehicle ready to drive;
    2. see a clear path before moving the vehicle;
    3. keep the vehicle in balance;
    4. use reference points to know where your vehicle is;
    5. search for line of sight and path of travel restrictions;
    6. develop strategies for decision-making and action;
    7. safely navigate intersections;
    8. control the rear zone;
    9. control the front zone; and
    10. drive with courtesy.

Topic 11. Time and Space Management System Components. The student describes and evaluates the components of organized time and space management systems; recognizes how each component of a system is needed to establish good habits for critical thinking, decision-making, and problem-solving skills; and relates these systems to reduced risk driving behavior.

The student is expected to describe:
(a) the components of a space management system;
(b) the procedures for an orderly visual search pattern;
(c) causes for line of sight restrictions;
(d) causes for path of travel restrictions;
(e) the six zone locations;
(f) adjusting vehicle position to maximize lane positions;
(g) how to evaluate a gap for merging with traffic or crossing traffic lanes;
(h) how to evaluate and control vehicle space to the front;
(i) how to evaluate and control vehicle space to the sides;
(j) how to evaluate and control rear zone conditions; and
(k) appropriate communication techniques to inform other roadway users of driver actions.

Topic 12. Time and Space Management Strategies. The student uses critical thinking, decision-making, and problem-solving skills to effectively apply time and space management strategies while driving.

The student is expected to:
(a) demonstrate an orderly visual search process;
(b) evaluate the projected target area for information that could affect speed, vehicle direction or driver communication;
(c) evaluate and respond to restrictions to the line of sight;
(d) evaluate and respond to restrictions to the path of travel;
(e) visually search areas for a safe response in the 20 to 30 second visual search range;
(f) visually search areas for a safe response in the 12-15 second visual search range;
(g) visually search areas for a safe response in the 4-6 second immediate response range;
(h) demonstrate adjusting lane positions and speed to control space around the vehicle;
(i) demonstrate selecting a gap in traffic for a safe merge or crossing traffic lanes;
(j) demonstrate appropriate communication prior to a speed or lane position adjustment;

(k) describe the dangers of improper signaling;
(l) evaluate and respond to traffic to the sides and rear of the vehicle;
(m) calculate distance traveled with various speeds; and
(n) identify and describe the vehicle control sequence of vision control, motion control, and steering control.

Topic 13. Right of Way Rules. The student knows and understands the rules and regulations that determine who should yield the right of way on roadways and assesses the consequences of not obeying the right of way rules and regulations.

The student is expected to:
(a) define right of way;
(b) understand the consequences for failure to yield the right of way;
(c) know and apply the rules to yield the right of way at intersections;
(d) know and apply rules to yield the right of way at merging zones;
(e) understand reasons for and apply rules toyield right of way to emergency vehicles, funerals, school buses, and pedestrians; and
(f) know and apply right of way rules at intersections with highway-rail grade crossings.

Topic 14. Negotiating Intersections. The student describes the legal requirements for intersection driving; demonstrates good habits for visual control when navigating intersections; identifies and responds to intersection types; identifies signs, signals and markings; applies time and space management strategies; communicates effectively; and performs reduced risk vision, motion and steering control.

The student is expected to:
(a) recognize and respond to different intersection types;
(b) search for and respond to traffic signs, signals and markings;
(c) identify and respond to controlled and uncontrolled intersections;
(d) identify and respond to controlled and uncontrolled railroad crossings;
(e) demonstrate visual searching skills to the left, front, right and rear of the vehicle;
(f) demonstrate visual searching skills to identify and select the best lane position, best speed, and communication;
(g) recognize and respond to legal stop positions; and
(h) demonstrate effective vision, motion and steering control.

Topic 15. Performing Lane Changes and Passing. The student understands the legal requirements and risk management strategies leading to good habits for vision control, motion control, and steering control while making a lane change, and while passing or being passed on two lane roads and multiple lane roadways.

The student is expected to:
(a) describe and demonstrate compliance with the legal requirements for a lane change and passing;
(b) evaluate and demonstrate a safe gap selection for a lane change or passing;

(c) evaluate and demonstrate time and space requirements for pre-pass positioning, passing, and lane return;
(d) describe and demonstrate effective blind area checks and mirror use;
(e) describe and demonstrate effective speed adjustment;
(f) describe and demonstrate appropriate lane positions;
(g) describe and demonstrate effective vision, motion and steering control; and
(h) describe and demonstrate appropriate communication techniques.

Topic 16. Performing Turnabouts. The student understands the legal requirements and risk prevention procedures leading to good habits for vision control, motion control, and steering control while turning the vehicle to go in the opposite direction.

The student is expected to describe and demonstrate good habits for a legal and reduced risk:
(a) 2 point turnabouts;
(b) 3 point turnabouts and
(c) U turns.

Topic 17. Performing Parking Maneuvers. The student understands the legal requirements and risk prevention procedures leading to good habits for vision control, motion control, and steering control while parking a vehicle.

The student is expected to describe and demonstrate the good habits for a legal and reduced risk:
(a) angle parking;
(b) parallel parking;
(c) street/curb parking;
(d) perpendicular forward parking;
(e) perpendicular backing into parking space;
(f) parking on a uphill and downhill with and without a curb; and
(g) parking in restricted parking areas.

Topic 18. Effects of Gravity and Energy of Motion. The student uses critical thinking, decision-making, and problem solving skills to recognize the effect of gravity and energy of motion on friction and traction; the forces of an impact; factors that affect a vehicle while in a curve; how tire condition affects traction; factors affecting braking distance; the effect of energy of motion on vehicles of different weights; the effect of forces when mixed sized vehicles collide; and how altering a vehicle can affect vehicle balance and traction.

The student is expected to:
(a) define gravity and energy of motion;
(b) describe the effect gravity and energy of motion have on friction and traction;
(c) describe the effect of speed on energy of motion;
(d) describe the forces of an impact;
(e) describe the impact of tire condition and air pressure on traction;
(f) describe the forces while in a curve;

(g) describe the factors that affect braking distance;
(h) describe the consequences of vehicle modifications on vehicle balance and traction; and
(i) describe the forces of energy on vehicles of different weights and size.

Topic 19. Maintaining Vehicle Balance. The student understands how to identify maximum vehicle load; examines the changes in vehicle balance when braking and steering; recognizes how seating, hand and feet position is used to maintain vehicle balance; recognizes the effects of vehicle load on vehicle balance; recognizes the effect of aggressive steering, braking, and acceleration inputs on the balance of a vehicle, and explains how to use vision control, motion control, and steering control to maintain vehicle balance.

The student is expected to:
(a) describe how to determine a vehicle's maximum load;
(b) describe the cause and effect of vehicle load changes (balance) from side to side, front to rear, and rear to front;
(c) describe the effect of vehicle load on vehicle balance;
(d) describe and demonstrate proper seating position for vehicle balance and control;
(e) describe and demonstrate proper positioning of the hands and steering techniques to maintain vehicle balance and control;
(f) describe how aggressive steering, braking, and acceleration affects vehicle balance and control;
(g) describe and demonstrate foot positions to maintain vehicle balance and control; and
(h) describe and demonstrate acceleration and braking techniques to maintain vehicle balance and control.

Topic 20. Maintaining Traction Control. The student recognizes vehicle imbalance and evaluates vision control, motion control and steering control to prevent loss of vehicle control. The student investigates vehicle braking systems, traction and steering control systems, and stability control systems to maintain vehicle control.

The student is expected to:
(a) describe traction loss and effect to both the front and rear wheels;
(b) list conditions that can create traction loss and vehicle imbalance;
(c) describe how traction and vehicle balance are affected by steering, acceleration, deceleration and roadway surfaces;
(d) identify the difference between two-wheel and four-wheel drive systems.
(e) explain the function and advantages of two- and four-wheel anti-lock braking (ABS) systems;
(f) identify vehicle braking systems and the proper braking techniques used for those systems; and
(g) explain the purpose of enhanced (variable-assist) steering, stability control and traction control systems.

Topic 21. Negotiating Hills and Curves. The student applies time and space management strategies and demonstrates vision skills to recognize line of sight and/or path of travel restrictions encountered on hills or in curves; demonstrates reduced risk speed and lane position adjustments for approaching, entering, apexing, and exiting a curve; demonstrates speed control when ascending and descending a hill; explains conditions that could affect traction while traveling through a curve.

The student is expected to:
(a) describe and respond to line of sight and path of travel restrictions;
(b) describe and demonstrate proper approach to hills or curves;
(c) describe and demonstrate proper speed for ascending and descending hills;
(d) describe and demonstrate proper entry speed and lane positions for a hill or curves;
(e) describe and demonstrate proper speed and lane positions in a curves' apex;
(f) demonstrate proper speed and lane positions for exiting curves; and
(g) describes conditions that can affect traction and procedures to maintain traction in curves.

Topic 22. Driving in Rural Environments. The student distinguishes how laws, driving conditions, and characteristics in rural areas are different that other driving environments and applies time and space management strategies with vision control, motion control, and steering control for good driving habits within rural driving environments.

The student is expected to:
(a) list, describe, and respond to characteristics of rural driving environments;
(b) recognize and respond to signs, signals and markings;
(c) recognize, evaluate, and respond to hazards associated with rural driving;
(d) be aware of and respond to animals in rural areas and know and abide by Montana's Open Range Law;
(e) describe, evaluate, and respond to road conditions with proper lane position and speed;
(f) describe and demonstrate good habits for passing and being passed on two lane and multi-lane rural roads;
(g) recognize and respond to slow moving vehicles; and
(h) develop and demonstrate time and space management strategies for rural driving environments.

Topic 23. Driving in Urban Environments. The student distinguishes how driving conditions and characteristics in urban areas are different that other driving environments and applies time and space management strategies with vision control, motion control, and steering control for good driving habits within urban driving environments.

The student is expected to:
(a) list, describe, and respond to characteristics of urban driving environments;
(b) recognize and respond to signs, signals and markings;
(c) describe and respond to hazards associated with urban driving;
(d) describe and respond to different types of intersection and roadway configurations; and
(e) describe and demonstrate time and space management strategies for urban environments.

Topic 24. Driving on Controlled Access Highways. The student distinguishes how driving conditions and characteristics on controlled (limited) access highways are different than other driving environments; applies time and space management strategies; uses vision control, motion control, and steering control for good driving habits on controlled, limited access highways.

The student is expected to:

(a) describe the characteristics and relate the advantages and disadvantages of limited access highways;
(b) recognize and respond to signs, signals, and markings;
(c) recognize and respond to the types of expressway interchanges, including but not limited to the cloverleaf, diamond, trumpet, and directional interchange;
(d) evaluate and demonstrate effective lane choice;
(e) recognize and respond to problems due to congestion and plan alternate appropriate routes;
(f) describe and demonstrate good habits for entering and exiting limited access highways;
(g) describe and demonstrate good habits for lane changes and passing;
(h) recognize how higher speed can affect vehicle control; and
(i) describe and demonstrate strategies for steering control, speed control, and braking control.

Topic 25. Driving During Reduced Visibility Conditions. The student understands the legal and risk prevention procedures leading to good habits for time and space management strategies during reduced visibility driving conditions such as glare, low light conditions, darkness, fog, dust, precipitation, winter weather, and smoke, and evaluates risk prevention procedures. The student uses vision control, motion control, and steering control to increase visibility, and reduce and manage risk.

The student is expected to:

(a) describe sources for glare and procedures to protect from glare;
(b) describe and demonstrate driving strategies during low light or darkness conditions;
(c) describe and apply laws regarding headlights use;
(d) analyze headlight projection and efficient and proper use of vehicle illumination;
(e) describe fog related reduced visibility conditions and procedures to reduce risk;
(f) describe winter driving conditions that reduce visibility and procedures to reduce risk;
(g) describe limited visibility conditions caused by smoke and dust and procedures to reduce risk; and
(h) describe rain related reduced visibility driving conditions and procedures to reduce risk.

Topic 26. Driving During Extreme Weather Conditions. The student describes extreme weather conditions (such as flooding, heat, cold, storms, blizzards, or strong winds) and evaluates alternative routes, and vehicle and driver limitations to apply time and space management strategies for reduced risk vision control, motion control, and steering control.

The student is expected to:

(a) describe extreme weather driving conditions such as flooding, heat, cold, storms, blizzards, and strong wind;
(b) describe risks associated with driving during extreme weather driving conditions; and
(c) explain reduced risk strategies to compensate for extreme weather driving conditions.

Topic 27. Cooperating with Other Roadway Users. The student understands characteristics of other vehicles' performance and the potential conflicts with other motorized and non-motorized roadway users to apply critical-thinking, decision-making and problem-solving skills, and to respond with reduced risk driving behavior while sharing the roadway with other users.

The student is expected to describe and demonstrate driver responsibilities for sharing the road with:
(a) bicyclists;
(b) trucks;
(c) trains;
(d) buses;
(e) construction vehicles;
(f) farm machinery;
(g) slow-moving vehicles;
(h) oversized vehicles;
(i) vehicles towing trailers;
(j) recreational vehicles;
(k) motorcyclists;
(l) mopeds and scooters;
(m) emergency vehicles;
(n) processions;
(o) animals; and
(p) pedestrians.

Topic 28. Responding to Emergencies. The student examines how to respond to vehicle malfunctions. The student identifies procedures for emergency evasive steering; recognizes how to respond to skids resulting from low traction conditions; and evaluates the procedures to safely return a vehicle to the roadway from an off-road driving condition.

The student is expected to describe:
(a) appropriate responses and prevention measures for sudden tire deflation, accelerator problems, engine, cooling, steering, electrical, lighting, and brake failures, and vehicle fire;
(b) how to respond to low traction conditions resulting in skids;
(c) how to respond to conditions requiring emergency evasive steering; and
(d) the good habits to safely return a vehicle to the roadway from an off-road condition;

Topic 29. Responsibilities After a Collision. The student describes driver responsibilities in the event of a collision or when given directions by emergency personnel.

The student is expected to:
(a) state Montana's Good Samaritan Law and requirements for reporting a collision;
(b) describe what to do at the scene of a collision;
(c) identify crash severity that requires notifying law enforcement;
(d) describe how to respond to emergency personnel's directions;
(e) describe how to meet insurance reporting requirements; and
(f) demonstrate how to complete a collision report.

Topic 30. Effects of Emotions and Disabilities. The student explores how the senses are used while driving. The student develops an understanding of how emotions affect the driving task and ways to manage emotional situations while driving. The student develops an understanding of how temporary and permanent

disabilities may affect the driving task and ways to compensate while driving.

The student is expected to describe:
(a) how the senses for touching, hearing, smelling and seeing are used while driving;
(b) emotions and their affect on driver behavior;
(c) ways to control emotions while driving;
(d) temporary and permanent disabilities that may affect the driving task; and
(e) actions drivers can take to compensate for disabilities while driving.

Topic 31. Alcohol and Drugs' Effect on the Body. The student describes why and how different amounts of alcohol and drugs affect people. The student evaluates the amount of alcohol in various drinks. The student describes the blood alcohol concentration as related to body weight and the number of drinks containing alcohol consumed in a given period of time.

The student is expected to describe:
(a) how legal and illegal alcohol and drugs affect people differently;
(b) the amount of alcohol in various drinks;
(c) how blood alcohol content (BAC) is related to a person's body weight;
(d) how BAC is related to consuming a certain number of drinks containing alcohol in a given period of time; and
(e) the synergistic effects of alcohol and/or drugs.

Topic 32. Alcohol and Drugs' Effect on the Driving Task. The student describes the effects (legally drunk and impaired) of alcohol and drugs on driver perception, vision, reaction time, and risk-taking; the increased probability of being involved in all crashes - especially a fatal traffic crash; and the physiological and psychological effects of other drugs on the driving task.

The student is expected to:
(a) describe the effects of alcohol and drugs on driver perception, vision, reaction time, and risk-taking;
(b) describe the increased probability of being involved in a fatal traffic crash after drinking; and
(c) recognize and describe the physiological and psychological effects of other drugs on the driving task.

Topic 33. Saying "No" to Alcohol and Other Drugs. The student recognizes why it is wise not to use alcohol or other drugs, especially while operating a motor vehicle, and the consequences of unlawful consumption. The student knows how to develop a plan to intervene when someone is drinking and intends to drive. The student recognizes and responds to peer pressure to use alcohol and other drugs by knowing that saying, "No!" is a reduced risk choice.

The student is expected to:
(a) relate reasons why it is wise not to use alcohol or other drugs while operating a motor vehicle;
(b) develop a plan to intervene when someone is drinking and intends to drive; and
(c) relate or develop a plan to say no to peer pressure involving alcohol or other drug usage.

Topic 34. Alcohol Involved Crashes and Montana Laws. The student discusses the scope of the alcohol/traffic safety problem; recognizes that alcohol is the most commonly used drug; and evaluates facts about teenage drinking and driving. The student understands the involvement of alcohol-related crashes; investigates why people drink or use other drugs and drive; and recognizes the effect alcohol-related crashes have on families and communities. The student explores basic elements of Montana laws pertaining to the use of alcohol and other drugs and improper use of a driver license to obtain alcohol, specifically as they apply to minors and adults.

The student is expected to:

(a) relate the scope of the overall alcohol/traffic safety problem in Montana and the United States;
(b) describe why alcohol is the most commonly used drug involved with driving;
(c) identify facts about teenage drinking and driving in Montana and the United States;
(d) discuss excuses why people drink and drive or use drugs and drive;
(e) explore the effect alcohol related crashes have on families and communities;
(f) explore rules, regulations, and penalties applicable for minors in possession, minors and adults while driving under the influence, and open containers;
(g) explore rules, regulations, and penalties applicable to minors and adults for improper use of a driver license to obtain alcohol; and
(h) explore rules, regulations, and penalties applicable to minors and adults for administrative license suspension and implied consent.

Topic 35. Preventing Drowsy Driving. The student examines the effect of fatigue on the physical and mental condition of drivers; describes behaviors indicating driver fatigue; explores the hazards associated with driving while fatigued; and explains methods to delay or avoid driving while fatigued and drowsy.

The student is expected to describe:

(a) the physical and mental affect of fatigue on driver behavior;
(b) the importance of sleep and its affect on performance;
(c) the physical and mental symptoms of fatigue on the driving task; and
(d) methods to prevent driving while fatigued and drowsy.

Topic 36. Preventing Aggressive Driving. The student describes aggressive behaviors and how driver errors lead to aggressive driving behaviors by the driver and other drivers' that can escalate to road rage; evaluates individual anxieties that can lead to aggressive driving; recognizes strategies drivers can adopt to reduce conflict; and describes how to apply anger management techniques to prevent aggressive driving that can lead to road rage.

The student is expected to:

(a) describe aggressive driving behaviors that can lead to road rage;
(b) describe driver errors that can lead to aggressive driving behaviors;
(c) describe an individual's anxieties that can lead to dangerous driving behaviors;
(d) develop strategies to reduce conflicts while driving; and
(e) develop and use anger management techniques to prevent aggressive driving and road rage.

Topic 37. Reducing Driver Distractions. The student describes examples of conditions that can distract drivers and lead to increased risk driving, and creates a personal plan for reducing driver distractions while driving.

The student is expected to describe how:
(a) vehicle audio and video systems distract;
(b) cell phones distract;
(c) restricted and unrestricted passengers distract;
(d) unrestrained animals can distract;
(e) eating, drinking, and smoking distract;
(f) reading can distract;
(g) personal grooming can distract;
(h) conditions and events inside and outside the vehicle can create distractions; and
(i) to develop a personal plan for reducing distractions while driving.

Topic 38. Driving Within the Highway Transportation System. The student reviews the Highway Transportation System (HTS) and how cooperation by federal, state, local, and individual systems and agencies function together to provide a safe and lawful driving environment. The student understands the impact and consequences of personal driving behaviors on other users.

The student is expected to:
(a) list the components of the Highway Transportation System;
(b) describe how numerous agencies and individuals contribute to the function and management of the Highway Transportation System; and
(c) assess the impact and consequences of personal driving behaviors on other users in the Highway Transportation System.

Topic 39. Driver Licensing. The student recognizes driver education and training as the foundation for assisting the student and parent/supervising driver to continue the life-long learning process of reduced risk driving. The student understands the requirements for complying with the Graduated Driver Licensing Concept and how to get and keep a driver's license.

The student is expected to:
(a) describe the process of obtaining and maintaining a Montana driver license;
(b) recognize the types of driver licenses and instruction permits;
(c) be aware of special information that may be placed on a driver license or instruction permit;
(d) understand licensing restrictions, suspensions and revocations placed on driving privileges;
(e) explain the license renewal processes;
(f) compare what was covered in the course to what still needs to be reinforced and practiced;
(g) understand the requirements and consequences during a graduated driver license period;
(h) understand the purpose and use of parent resource materials and how they support practice during the learning phase;
(i) formulate ways to obtain guided behind-the-wheel practice; and
(j) develop strategies to continue and accept personal responsibility for the life-long learning process of reduced risk driving.

Program Enhancements

Topic 40. Insurance Requirements. The student knows Montana motor vehicle insurance requirements; understands the conditions of insurance coverage; and demonstrates responsibility for immediate and long-term obligations of owning and driving an automobile.

The student is expected to:
(a) know insurance obligations for owning and driving an automobile;
(b) describe how to comply with Montana's vehicle insurance laws;
(c) describe coverage and conditions for automobile insurance;
(d) describe ways to establish and reduce automobile insurance rates;
(e) discuss reasons individuals have automobile insurance denied or revoked; and
(f) describe how to report to insurance agents after a crash.

Topic 41. Purchasing a Vehicle. The student analyzes data and utilizes critical thinking and problem solving skills to purchase a new or used automobile; registration and titling process; and recognizes the value of being a financially responsible driver.

The student is expected to:
(a) identify personal needs for purchasing or leasing a new or used automobile;
(b) recognize the different types of vehicles and their safety features;
(c) list topics for a pre-purchase inspection of a used automobile;
(d) calculate the expenses associated with purchasing and owning a new or used automobile to include
    1. repair and maintenance;
    2. insurance;
    3. gas mileage and expense;
    4. monthly payments and interest for the purchase or lease of an automobile;
    5. other expenses; and
(e) understand the registration and titling process.

Topic 42. Maintaining a Vehicle. The student assesses vehicle operation and malfunctions to eliminate or prevent malfunctions by securing scheduled and unscheduled maintenance or repairs.

The student is expected to:
(a) recognize dashboard warning symbols and respond to an activated warning symbol;
(b) recognize the importance of under the hood vehicle maintenance checks;
(c) recognize basic maintenance requirements of the steering, suspension, fuel, electrical, lighting, and braking systems; and
(d) recognize mechanical and tire malfunctions and the importance of securing maintenance and repairs to eliminate potential driving problems.

Topic 43. Planning a Trip. The student plans a trip; selects routes; predicts personal and vehicular needs; and calculates costs for an extended trip.

The student is expected to:
(a) select routes for local trips and extended trips using local and state maps;
(b) identify different technology resources that can help the trip planning process;
(c) recognize when and how to plan alternative routes;
(d) predict personal and vehicular needs for an extended trip;
(e) calculate the cost of an extended trip; and
(f) describe how to prepare and load a vehicle for an extended trip.

Topic 44. Conserving Resources. The student applies strategies to reduce litter on Montana roadways and understands the health and economic impacts of litter on themselves and their community; explores strategies to conserve fuel; recognizes procedures to recycle automobile fluids and parts; and how to make wise automobile selections to protect the environment by reducing pollution and conserving energy.

The student is expected to:
(a) define littering;
(b) analyze costs linked to littering;
(c) understand emissions and pollutants emitted by motor vehicles;
(d) describe maintenance tasks that keep vehicles from polluting;
(e) recognize the use of different automotive fuels and how they affect vehicle performance;
(f) list motor vehicle fluids and parts that must and can be recycled;
(g) explain driving practices that conserve fuel;
(h) list personal strategies to reduce litter on Montana roadways; and
(i) explain the personal and global benefits of conserving energy, reducing pollution, and recycling.

Topic 45. Managing Risk with Vehicle and Highway Designs. The student investigates features built into highway and vehicle design for crash survival, and describes how improved technology helps reduce risk and minimizes the consequences of a crash. The student recognizes the types of collisions that can occur and actions that can be taken to control the consequences.

The student is expected to describe:
(a) the crash survival features incorporated into highway and vehicular design;
(b) collision types and actions to control the consequences of a crash; and
(c) how improved highway and vehicle technology helps minimize the consequences of a crash.